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FOOD AND HEALTH EDUCATION

An Open Forum for Home Economics Workers

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FOOD AND HEALTH EDUCATION

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"Blue Ribbon" Children In Your Class Rooms

FOUR years and more ago the American CHILD HEALTH Association collaborated with four other national associations in a project, the object of which was to "develop a child health program in a typical American community."

Mansfield and Richland counties in Ohio were chosen as the "typical American communities," in which the plan was to be staged, developed and studied. The report of this work has recently been published and is being distributed by the American CHILD HEALTH Association.

Meantime, FOOD AND HEALTH EDUCATION, desirous of enlisting the interest of its readers in this, and all national and world projects, suggests that they study the standard requirements for blue ribbon awards, as worked out by the various committees engaged in the work. These standards sum up the conclusions of those who were directing the nutrition work, as to the points most in need of emphasis. Obviously, there were many other phases of the work; the preliminary organization of the communities, development of local conferences, the nursing service, and so on, that should be studied by those wishing to follow along similar lines. Home economics work is, however, our chief charge, and teachers therefore will like to check up their own courses in the light of the standards developed by so important a body as this joint committee. Here are the standards.

STANDARD REQUIREMENT FOR A BLUE RIBBON

A child will be considered eligible for a Blue Ribbon if, after a physical examination by a physician and in the opinion of his teacher, he is rated as (1) mentally normal, (2) physically free of defects, (3) reasonably co-operative in the practice of health habits and (4) satisfactory in his behavior and attitude in the school environment.

I. Is Mentally Normal.

A. If he has the mental capacity to attain a general average grade of "C" or its equivalent in school work.

II. Is Physically Normal.

A. If he is of standard weight.
   1. Not more than 10 per cent under or 20 per cent above the average weight for his height.

B. If he is free from remediable defects or chronic disease.
   1. Hearing normal and no chronic discharge from ears.
   2. Vision 20/30 or better in both eyes—with or without glasses—and eyes free from any chronic infection or abnormal condition.
   3. Nasal breathing unobstructed and nose free from any chronic discharge or exudate.
   4. Tonsils rated as normal or removed.
   5. All teeth (both permanent and temporary) free from cavities—or all cavities filled—and all badly decayed teeth extracted.
   6. No enlargement of the thyroid gland and no marked chronic enlargement of the glands of the neck.
   7. The skin and scalp clean and free from any chronic disease or abnormal condition. No evidence of anemia.
   8. No orthopedic deformity, such as club foot, marked bow legs, or any other marked physical deformity.
   9. Posture satisfactory.
   10. No evidence of chronic organic disease involving the heart, lungs or other organs or the nervous system, such as tuberculosis, heart disease, nephritis, chorea, habit spasms, etc.

III. Is Reasonably Co-operative in the Practice of Certain Health Habits.

A. Is physically clean.
   1. Face, neck, ears, hands and finger nails cleaned daily.
   2. Teeth brushed daily.
   3. One complete bath once a week.
   4. Clothes clean and neat.
   5. Clean handkerchief daily.
   6. Good personal habits of cleanliness, such as clean desk, floor and surroundings.

B. Obtains sufficient sleep.
   1. Child must sleep at least nine hours every night with open windows.

C. Eats well selected foods.
   1. Drinks at least one pint of milk a day.
   2. Eats some vegetable daily—such as carrots, beets, peas, beans onions, tomatoes, etc.
   3. Eats some greens regularly—such as cabbage, spinach, lettuce, celery.
   4. Eats some fruit daily.
   5. Eats some cereal daily.

   Note: Other foods may be added. Those mentioned in the outline above are the "protective" foods and are essential to good health.

D. Obtains plenty of fresh air and exercise.
   1. Spends some time daily in outdoor play or exercise. Every school intermission should be used for that purpose.

E. Clothing.
   1. All extra garments—such as heavy coats and sweaters, rubbers, overshoes and boots removed while in class room provided the room temperature is 65 degrees or over.

IV. Is Satisfactory in His Behavior and Attitude in the School Environment and is Amenable to Ordinary School Discipline.

Why not send for the report (the price is one dollar, and this should be sent to the American CHILD HEALTH Association, 370 Seventh Avenue, New York City); study the entire experiment, with its inspiring results?

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"Blossom by Blossom—"

By Marian F. Rown

"When the hounds of spring are on winter's traces,
The mother of months in meadow or plain
Fills the shadows and windy places
With lisp of leaves and ripple of rain;

"And time remembered is grief forgotten,
And frosts are slain and flowers begotten,
And in green underwood and cover
Blossom by blossom the spring begins."
—Chorus from "Atalanta."

"BLOSSOM by blossom the spring begins"; child by child the future strength of the world begins, develops and is made permanent.

During the war, while the world's youth was perishing, Sylvia Thompson, in her novel entitled, "The Hounds of Spring," quotes from the prophetic Swinburne. Her theme is the hope of the world as centered in youth. Surely, the American CHILD HEALTH Association was also prophetic when it launched the idea of May Day for Child Health five years ago. Just as the hope of the spring is in the flower, so the hope of the race is in the child.

Does this paraliel seem strained? Is there anything more lovely than to liken a child to a flower? To both questions I am sure to get the emphatic, "No!" Why may not teachers demonstrate throughout the year the spirit of the "whole and perfect child," using May Day as the starting point?

The following message from the American CHILD HEALTH Association tells, in brief, the history of May Day with its hope for the future.

May Day Adds a New Note

Once more comes May Day. This year marks the fifth revival of the day as a festival of American childhood, wholesome and whole. The day has rapidly gathered impetus and tradition and taken its place in our national life.

Beyond those celebrations deeply embedded in our consciousness, such as Christmas and Easter, none holds a greater significance, for May Day in its essence is a dramatization of that hope with which the world has turned to the child as the one permanent and abiding thing to steady it against a background of shifting standards, of speed and jazz, of political and social instability.

On May Day that hope is celebrated, and in schools, communities, little villages and great cities throughout the country all that is being done to clear the pathway of childhood is brought into the foreground.

The idea of May Day for Child Health has grown rapidly in five years. Launched by the American CHILD HEALTH Association, it was too big, too vigorous an expression of a dawning human aspiration to belong to an individual, a group, or an organization. It has spread far beyond its early bounds. May Day now belongs to the nation. The original idea has greatly expanded.

The first May Day was set in the shadowed and gloomy aftermath of the war. It was an expression of the instinctive impulse of a world, bruised and marred, to turn to the child to conserve and protect. The keynote of the early celebrations was the hope of the child physically free from handicaps. Gradually, the festival has outgrown the negative aspect and taken on the positive, becoming a celebration of wholeness, with the focus steadily towards the future.

When we hang a May basket on the White House door—

This is what happens!

(Reproduced from "May Day Festival Book—1927." Courtesy of the American CHILD HEALTH Association)

The May Day child has grown rapidly. Last year the emphasis was upon the perfect child, expressed in terms of the mental as well as physical. This year the May Day child reaches to full stature, for to the physical and mental is now added the spirit.

The message of this May Day will spread through the channel of the churches of the country, of all creeds and all faiths, and they will give back their interpretation of that light of the spirit within, which gives completion to the child, and to which all else is subservient.

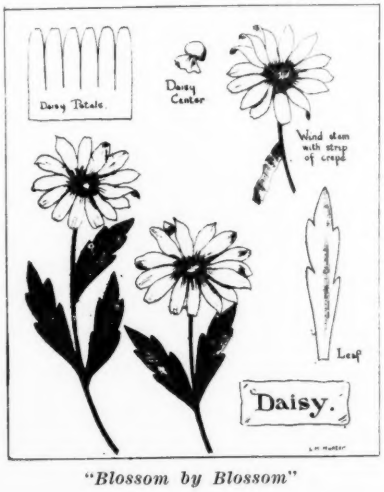
May Day this year celebrates the whole and perfect—the three-fold child.

The May Day idea thus stands rounded and fulfilled. The hope of this perfect child reaches a long way ahead of actual accomplishment, an ideal as yet, but with approaches and means growing in definiteness. Human aspiration must always lead the way, before science and research can follow and blaze trails.

With this vision of the whole child which it will endeavor to express in every possible way this year, May Day appears as a joyous festival of the hope of childhood triumphant, of the onward march of the race. It is not a mere flare

for one day. May Day, it has been proved, holds within it the power of stimulus to permanent and continuous endeavor. All that it throws upon the screen, in parade and pageant and story, goes quietly on through every day in the year. This is merely the occasion for focusing attention, the impetus to enlargement of effort already begun, and the beginning of new.

May Day belongs now to the nation—*and* to the world. It finds



"Blossom by Blossom"

expression through every great organization that touches the life of the child; through national and state bodies, such as the Children's Bureau, Department of Agriculture, the Red Cross, the United States Public Health Service, the State Departments of Health and Education; through lay organizations, such as the American Federation of Labor, the American Legion, the General Federation of Women's Clubs, the National Congress of Parents and Teachers, the Girl and Boy Scouts; through the schools. And now is added the last great link in the chain—the church.

Into the hands of each of these bodies has been given the idea of a festival of childhood, and each has added its contribution, colored with its own interpretation. May Day has become like a river, growing and swelling with its tributaries.

This new day of celebration should give us great encouragement, for in the hold with which it has gripped the country one can trace strong, moulding forces which are quietly and subtly at work within our national life, serving as the hopeful antidote for influences apparently disintegrating and destructive.

This year May Day offers a new challenge to all those concerned with the well-being of children, the challenge to recognize the spiritual child and to deal with it in the same spirit of thoroughness and soundness that marks our dealings with the mental and the physical aspects of the child.

By restoring to children their spiritual birthright shall we march forward with sure step through the quicksands of change and confusion to a clearer goal.

Something for the Handicraft Class

Perhaps the daisy garland will add a point of interest in connecting the history of May Day health work with handicraft lessons, the whole project culminating at last under one head, the health of our children!

Illustrations of the daisy garland together with directions for making it follow, and for this acknowledgements are due the Dennison Manufacturing Company.

Make a ball of crepe paper ½ inch in diameter. Cover with a square piece of No. 63 yellow, stretching it smoothly over the ball. Pinch the under part together lightly, cutting off any surplus paper (illustration No. 1). Hold the ball tightly by the under part and press against some smooth surface to make the top flat.

Cut a strip of No. 11 white crepe paper and make into a row of petals (pattern No. 33). Arrange a strip 6 inches long around the center and fasten tightly with a piece of No. 2 wire.

Cut a strip of No. 45 green crepe paper 1 inch wide and wrap the stem, adding a piece of No 9 wire 8 inches long about an inch below the flower for the stem. Cut leaves from No. 45 green crepe paper (pattern No. 21) and add three or four on opposite sides of the stem.

"Brown-eyed Susans" or "Ox-eyed" daisies are made just the same as daisies, No. 72 brown crepe being used for the centers and No. 63 dark amber for the petals.

"Marguerites" have petals of No. 61 light amber crepe, while the centers are made of No. 63 dark amber.

Material for 4 Dozen Daisies—Approximate Cost 90 Cents

1 fold crepe paper No. 11, white.
1 fold crepe paper, No. 63, dark amber.
1 fold crepe paper, No. 45, moss green.
1 dozen No. 9 green covered wire.
1 spool No. 2 green covered wire.

For the benefit of teachers who may like to follow up some May Day projects, two booklets entitled "May Day Festival Book—1927," edited by Grace T. Hallock, and "May Day Child Health Day," offer many valuable suggestions

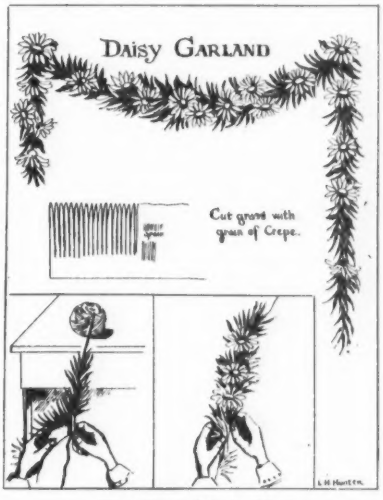
The festival booklet is introduced by a May Day message. Many enchanting health plays are included. Programs for May Day in a rural community may be well adapted to practically all remote communities. Menus are also included for May Day meals. Programs for schools are presented as follows:

School Programs

Programs for schools may be very simply planned when more elaborate community programs are impossible. Even the smallest school tucked away in the pocket of a rural section can plan to give one or more of the health dialogues printed in this book, or one written by the children themselves. To give the program a festive air a boy and girl may be chosen as King and Queen of the May and other children as their attendants. When the royalties have been enthroned and crowned, a herald may announce that the program is to be given in their honor.

School Programs in Boston, Mass.

In Boston health programs were given last May Day in 14 schools throughout the city. In every school room some child told of the advantage of washing one's face every morning. Another told of the virtues of the weekly bath. Another related the benefits of brushing the teeth morning, noon and night, etc. Invitations to the school celebrations were written by the children and sent to the parents. In one school the children marched around the assembly hall carrying signs announcing, "I wash my face every morning," "I drink four glasses of milk each day," etc. One little girl was crowned Queen of Health and, with her magic wand, transformed her subjects into healthy beings intent on keeping their health record clean.



The Completed Chain

In another school in Boston the program was called the "March of Health." Various groups, such as the girls' gymnasium class, carrying health banners, and the school cooking class carrying the right foods for children cooked by the class, marched around the room. Then on the platform original health verses were read by the child composers. The program closed with a health demonstration by the manual arts and practical arts groups of the school and a manual of arms drill by the school cadets.

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The Search for the Perfect Child

By Herbert Hoover*

Editor's Note.—FOOD AND HEALTH EDUCATION has frequently called to the attention of its readers its double ambition. First, we strive to give simple, practical discussions of everyday class room problems. Second, it is our a.m to present, from time to time, material that will serve to show how direct is the connection between the everyday problems and larger world issues. It is with this latter thought in mind that we are reprinting, by permission, Mr. Hoover's stimulating discussion. The teacher with equipment of creative imagination can hardly fail to derive from Mr. Hoover's paper many suggestions for practical work. It seems peculiarly fitting in this number, which stresses the May Day Health Project, to reproduce Mr. Hoover's words, in spite of the fact that they first appeared last fall.

IN OUR social thinking and our social endeavor which flows out of that thinking, we have come to a very definite turn of the road. In no instance is this so true as in the experiments which are directed towards the betterment of children. Most of the intensive effort for children, of which the past twenty-five years give such signal record, has dealt with results, has evidenced an inquiry into, and correction of what has been. Now, though we are far from being through with this corrective task, we have focused sufficiently upon handicaps to be free to begin to think of wholeness, to consider what shall and can be. This swing from correction to conservation of human lives which represent our highest national resource, follows some years after the sentiment for conservation of our material resources, — our forests, water power, coal, oil, etc. It is an evidence that as a nation we are growing up. From the reckless waste period of pioneering youth, we reach a thoughtful maturity which looks into the future and reckons our potential assets.

One of the most significant economic developments of the past decade has been the springing up in various localities of clinics to keep babies and young children well, and these are beginning to be supplemented by clinics to protect the health of mothers. But in these clinics although they have been known as "well baby clinics" or child welfare stations, the only available measure of health has been a negative one. Health has been interpreted largely in terms of absence or prevention of handicaps and disease. There has been no measure, and not too much understanding, of what is positive health in a child, of health which holds the potentiality of endurance and maximum vitality for the years that lie ahead. The very helpers to whom those who are concerned with the protection of children have turned for guidance, the medical men, have been trained in their schools and by their experience to observe disease, not health.

It seems an arraignment of our civilization that with all our scientific endeavor and our beneficent intentions we come to this day with no concrete standards to tell us what is a healthy child, what is normality in human beings. Interest and zeal have crystallized to the point where science will shortly have to answer the questions: "What is a normal child?"—and then: "What is a perfect child?"

Essential for Question to Be Answered

If we are to go ahead racially as we have promise of progressing economically and politically, it is essential to our national life that this question shall be answered. It would give a new orientation to much of the endeavor for the welfare of children. It would lend incentive to parents, stimulus to communities, to teachers and health authorities, to know with a certain definiteness what degree or health, given sound inheritance and wholesome environment, a child may attain.

Such is the impact of the growing demand upon the medical professions and the technical experts to produce more clearly defined standards that I think it is likely within the next few years we shall hear of many conferences of doctors and of experts to discuss and delineate growth in children, both physical and mental; to discover the tests of energy, of vitality; to develop to a much higher degree proper dietaries. And we shall find constantly improved methods of disseminating the results of these scientific findings, which already are under way.

Undoubtedly we shall not quickly achieve and assimilate this new ideal of the normal,—perhaps, better yet, we should use the term, natural,—child, which science is to discover. It will take patient accumulation of comparative observation and records. Charges in the curricula of medical schools to this end are coming about. It will mean the re-writing of many medical text books the rapid development of a large corps of health educators and interpreters, such as the public health nurse and allied workers. But it will come, because there is sufficient impetus back of it and a change of ideals always brings in its wake a corresponding revision of methods and machinery.

Standard of Normality on Higher Plane

So far, one must admit, the normal child, like the perfect child, is a nebular ideal. It will never be a static ideal, even when it emerges into fairly clear outlines. It will change with the years, with advancing scientific knowledge and expanding human hopes. Glancing at portraits of different periods we know that even among homogeneous nations, such as the English and the French, types vary greatly with different eras which reflect contrasting manners of living and thinking. The normal child of the year 1880 would not serve us today. Our standard of normality is on a higher plane. What we ask of the scientific experts is to define for us, if possible, progressive normality, twenty-first century normality, that we may strive for this in the twentieth century. We need to know, through words, through visual testimony, and in scientific fact the child that nature, working at her best, intended. We need described, in terms that fathers and mothers can understand, the child whose organs are functioning efficiently, whose growth is proceeding unimpeded, whose senses are developed unhampered, and whose potentialities are realized, mentally, morally, and physically.

If the picture is only halfway health, as it has long been, we shall not know how to strive for something better. The ideally attainable must be made visible, so that it permeates the minds of all who are dealing with children to the end that they may recognize shortcomings and correct them. There is a growing proportion of parents who are earnestly asking the question: How far am I succeeding in lifting my child to the highest level of his possibilities,—mental, physical, moral? What are those possibilities?

We already have enough knowledge, which, if brought together, compared, and sorted would give us some approach to the normal child. The crux of the problem is, as quickly as possible to bring what knowledge we have into the open, broadcast it, and make it familiar to the average busy, but deeply concerned, parent. The perfect child will always be a reach beyond

Reprinted from "The Forum," October, 1926.

us, but we must at least begin to chart the way and to walk in it, aspiring towards what lies beyond. Normal means the median, the typical, and that we have a right to expect and demand.

During the seven years of war and after the war I directed, on behalf of American charity, the care of nearly 10,000,000 different undernourished and waif European children. To some minor extent we were dealing with sick children, but in the main our problem was subnormal children, the toll of orphanage, famine, and destitution. Our struggle was to rebuild these children up to an ideal of "normal." And we as laymen insistently demanded from our technical advisers: "What is normal?"

Many Things Discovered as to Result of Short Nourishment and Warmth

In war-time our advisers declared that it was a complex and indeterminate question; and for war purposes and the practical problem in front of us, with no time for scientific determinations, our job was to battle up from the obvious subnormal. These facts are not sufficient for a country at peace. The multitude of cases we dealt with in those times could be determined even by laymen. A stunted, rickety youngster, who had been one-third fed and that on roughage, barefoot, and shivering in rags, is not hard to diagnose as cold, starved, and subnormal. And the remedy seemed to be food and clothes and coal. Our technical staff then had to devote themselves to advising what was the kind and the minimum food and clothing that would give them a chance for life. They did discover many things as to the mass result of short nourishment and warmth. They discovered the special diseases to which children were subjected by shortages of fats or milk and they learned a hundred things of value.

They found, also, a profoundly encouraging fact that if the children were young enough they would recover strength and grow back to about their right size and health in an astonishingly few months of proper feeding and warmth. That, in fact, the young human is a hardy animal and has a predilection toward the normal if he is given a chance. These masses of pitiable, silent, indolent, woe-begone youngsters would blossom out into playing, chattering, joyous, mischievous human dynamos with a few weeks of proper food and clothes.

During this time all of us on that job had often in the back of our minds the 20,000,000 "best beloved" in America. We envisaged them as always being hale and healthy. We foolishly believed it was only poverty, war, and invasion that could bring vast masses of children to subnormal. We idealized America as the home of flocks of strong, tousel-headed, dirty-fingered boys and girls, occasionally breaking their bones or catching some current contagion, but otherwise under no duress. For all of which we thanked God that the 3000 miles of the Atlantic Ocean had forever guaranteed them from invasion and famine.

When the draft figures were published in 1920 this illusion suffered a shock. It was shown that 80 per cent of the men of draft age were physically below normal; that one-third of them could not even pass the requirements of a country desperate to raise men for war. We were told, on the other hand, that 80 per cent of the babies born in this country were born perfect. What caused this gap between that 80 per cent perfection at one end of the line and the 80 per cent imperfection at maturity, in a country of good climate, abundant food, of little poverty, and of great devotion to children? The technical people of whom inquiry was made said: improper nourishment, impure food, neglect, ignorance, lack of fresh air, of play, contagious diseases, lack of medical attention to the small defects, failure to recognize and correct faulty mental complexes.

Ignorance from Failure to Disseminate Available Knowledge

If we segregate those causes the weight of evidence would unquestionably lie upon ignorance, growing out of the failure to disseminate available knowledge, inadequate standards of judgment whereby the mother of Mary and of John may know what to look for, what to build towards in the well-being of their children.

Our first attack upon ignorance is always diagnosis. There was completed last year a survey of eighty-six American cities to determine what safeguards are actually being given to the health of our children. The result has in it much that is discouraging but much that is encouraging. To find that some towns are alive to the problem and are vigorously moving along the road is encouraging. To find that many are doing but little is discouraging. These are some of the results. No one disputes that milk is essential for children, yet of 35,000 fifth grade children examined, nearly a quarter have no milk. A pint of milk a day is set up by our specialists as the minimum, yet 42 per cent of these children had less than this. Only eight of the cities surveyed pasteurized their milk. There were eighteen preventable epidemics among children in these cities in a period of four years. A leading medical authority tells us that of the ten million children of preschool age in this country malnutrition exists in from 20 to 25 per cent. Postural defects occur in from 40 to 50 per cent. Dental defects are most common, from 60 to 70 per cent have cavities to a greater or lesser extent.

We need also the positive side,—what the factors are which contribute to the development of the healthy body, the healthy mind, the healthy social organism, and we should have these factors stated in positive rather than in negative terms of safeguards. Unless we know the factors, parents and guardians of children cannot intelligently strive to produce them. There is a definite challenge to the scientific world to-day to produce some kind of formula which will enable all those who care for children, who seek a better era, to mould the boys and girls of to-day into stalwarts to whom we can safely entrust our hopes of the future.

The child of to-day is born into a world which would have staggered his immediate forebears. Through fresh sources of power and energy, through increased and more widely diffused wealth and opportunity, through the instruments which science is rapidly developing and placing in our hands as common tools, literally a new world is being created, which calls for a tremendous adjustment on the part of the individual. It is a world moving at a vastly accelerated pace and consequently throws additional strain upon the mental and physical being of the individual. The child of to-day has a far greater scope of choice in all his actions; the drama of his life is acted upon a much wider stage. He needs to develop a surer balance than was required in a less complex environment.

It is necessary that we begin to rear a new child for this new world, one who is fully equipped to direct its forces and instruments of power, who can master it rather than be mastered by it. We who are concerned in any way with the betterment of children are engaged in a work of racial defense and it is essential that we summon to the task the most accurate knowledge that science can give us, that we perfect our social machinery and man it with experts, and that we look steadily ahead to a clearly visioned goal.

"Blossom by Blossom—"

(Continued from Page 19)

Lists of songs, recitations, etc., that may be used in simple school programs will be found in the Bibliography, pages 58-62.

The purpose of the bulletin "May Day Child Health Day" is:

To state anew the high purpose of Child Health Day (a national day for celebrating your year's work for child health).

To offer a few suggestions for year-round child health programs.

To indicate sources from which further helps may be secured.

Both of the above booklets are published by The American CHILD HEALTH Association, 370 Seventh Avenue, and may be purchased at ten cents each.

The Search for the Perfect Child

By Herbert Hoover*

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IN OUR social thinking and our social endeavor which flows out of that thinking, we have come to a very definite turn of the road. In no instance is this so true as in the experiments which are directed towards the betterment of children. Most of the intensive effort for children, of which the past twenty-five years give such signal record, has dealt with results, has evidenced an inquiry into, and correction of what has been. Now, though we are far from being through with this corrective task, we have focused sufficiently upon handicaps to be free to begin to think of wholeness, to consider what shall and can be. This swing from correction to conservation of human lives which represent our highest national resource, follows some years after the sentiment for conservation of our material resources, — our forests, water power, coal, oil, etc. It is an evidence that as a nation we are growing up. From the reckless waste period of pioneering youth, we reach a thoughtful maturity which looks into the future and reckons our potential assets.

One of the most significant economic developments of the past decade has been the springing up in various localities of clinics to keep babies and young children well, and these are beginning to be supplemented by clinics to protect the health of mothers. But in these clinics although they have been known as "well baby clinics" or child welfare stations, the only available measure of health has been a negative one. Health has been interpreted largely in terms of absence or prevention of handicaps and disease. There has been no measure, and not too much understanding, of what is positive health in a child, of health which holds the potentiality of endurance and maximum vitality for the years that lie ahead. The very helpers to whom those who are concerned with the protection of children have turned for guidance, the medical men, have been trained in their schools and by their experience to observe disease, not health.

It seems an arraignment of our civilization that with all our scientific endeavor and our beneficent intentions we come to this day with no concrete standards to tell us what is a healthy child, what is normality in human beings. Interest and zeal have crystallized to the point where science will shortly have to answer the questions: "What is a normal child?"—and then: "What is a perfect child?"

Essential for Question to Be Answered

If we are to go ahead racially as we have promise of progressing economically and politically, it is essential to our national life that this question shall be answered. It would give a new orientation to much of the endeavor for the welfare of children. It would lend incentive to parents, stimulus to communities, to teachers and health authorities, to know with a certain definiteness what degree of health, given sound inheritance and wholesome environment, a child may attain.

Such is the impact of the growing demand upon the medical professions and the technical experts to produce more clearly defined standards that I think it is likely within the next few years we shall hear of many conferences of doctors and of experts to discuss and delineate growth in children, both physical and mental; to discover the tests of energy, of vitality; to develop to a much higher degree proper dietaries. And we shall find constantly improved methods of disseminating the results of these scientific findings, which already are under way.

Undoubtedly we shall not quickly achieve and assimilate this new ideal of the normal,—perhaps, better yet, we should use the term, natural,—child, which science is to discover. It will take patient accumulation of comparative observation and records. Changes in the curricula of medical schools to this end are coming about. It will mean the re-writing of many medical text books the rapid development of a large corps of health educators and interpreters, such as the public health nurse and allied workers. But it will come, because there is sufficient impetus back of it and a change of ideals always brings in its wake a corresponding revision of methods and machinery.

Standard of Normality on Higher Plane

So far, one must admit, the normal child, like the perfect child, is a nebular ideal. It will never be a static ideal, even when it emerges into fairly clear outlines. It will change with the years, with advancing scientific knowledge and expanding human hopes. Glancing at portraits of different periods we know that even among homogeneous nations, such as the English and the French, types vary greatly with different eras which reflect contrasting manners of living and thinking. The normal child of the year 1880 would not serve us today. Our standard of normality is on a higher plane. What we ask of the scientific experts is to define for us, if possible, progressive normality, twenty-first century normality, that we may strive for this in the twentieth century. We need to know, through words, through visual testimony, and in scientific fact the child that nature, working at her best, intended. We need described, in terms that fathers and mothers can understand, the child whose organs are functioning efficiently, whose growth is proceeding unimpeded, whose senses are developed unhampered, and whose potentialities are realized, mentally, morally, and physically.

If the picture is only halfway health, as it has long been, we shall not know how to strive for something better. The ideally attainable must be made visible, so that it permeates the minds of all who are dealing with children to the end that they may recognize shortcomings and correct them. There is a growing proportion of parents who are earnestly asking the question: How far am I succeeding in lifting my child to the highest level of his possibilities,—mental, physical, moral? What are those possibilities?

We already have enough knowledge, which, if brought together, compared, and sorted would give us some approach to the normal child. The crux of the problem is, as quickly as possible to bring what knowledge we have into the open, broadcast it, and make it familiar to the average busy, but deeply concerned, parent. The perfect child will always be a reach beyond

Reprinted from "The Forum," October, 1926.

us, but we must at least begin to chart the way and to walk in it, aspiring towards what lies beyond. Normal means the median, the typical, and that we have a right to expect and demand.

During the seven years of war and after the war I directed, on behalf of American charity, the care of nearly 10,000,000 different undernourished and waif European children. To some minor extent we were dealing with sick children, but in the main our problem was subnormal children, the toll of orphanage, famine, and destitution. Our struggle was to rebuild these children up to an ideal of "normal." And we as laymen insistently demanded from our technical advisers: "What is normal?"

Many Things Discovered as to Result of Short Nourishment and Warmth

In war-time our advisers declared that it was a complex and indeterminate question; and for war purposes and the practical problem in front of us, with no time for scientific determinations, our job was to battle up from the obvious subnormal. These facts are not sufficient for a country at peace. The multitude of cases we dealt with in those times could be determined even by laymen. A stunted, rickety youngster, who had been one-third fed and that on roughage, barefoot, and shivering in rags, is not hard to diagnose as cold, starved, and subnormal. And the remedy seemed to be food and clothes and coal. Our technical staff then had to devote themselves to advising what was the kind and the minimum food and clothing that would give them a chance for life. They did discover many things as to the mass result of short nourishment and warmth. They discovered the special diseases to which children were subjected by shortages of fats or milk and they learned a hundred things of value.

They found, also, a profoundly encouraging fact that if the children were young enough they would recover strength and grow back to about their right size and health in an astonishingly few months of proper feeding and warmth. That, in fact, the young human is a hardy animal and has a predilection toward the normal if he is given a chance. These masses of pitiable, silent, indolent, woe-begone youngsters would blossom out into playing, chattering, joyous, mischievous human dynamos with a few weeks of proper food and clothes.

During this time all of us on that job had often in the back of our minds the 20,000,000 "best beloved" in America. We envisaged them as always being hale and healthy. We foolishly believed it was only poverty, war, and invasion that could bring vast masses of children to subnormal. We idealized America as the home of flocks of strong, tousel-headed, dirty-fingered boys and girls, occasionally breaking their bones or catching some current contagion, but otherwise under no duress. For all of which we thanked God that the 3000 miles of the Atlantic Ocean had forever guaranteed them from invasion and famine.

When the draft figures were published in 1920 this illusion suffered a shock. It was shown that 80 per cent of the men of draft age were physically below normal; that one-third of them could not even pass the requirements of a country desperate to raise men for war. We were told, on the other hand, that 80 per cent of the babies born in this country were born perfect. What caused this gap between that 80 per cent perfection at one end of the line and the 80 per cent imperfection at maturity, in a country of good climate, abundant food, of little poverty, and of great devotion to children? The technical people of whom inquiry was made said: improper nourishment, impure food, neglect, ignorance, lack of fresh air, of play, contagious diseases, lack of medical attention to the small defects, failure to recognize and correct faulty mental complexes.

Ignorance from Failure to Disseminate Available Knowledge

If we segregate those causes the weight of evidence would unquestionably lie upon ignorance, growing out of the failure to disseminate available knowledge, inadequate standards of judgment whereby the mother of Mary and of John may know what to look for, what to build towards in the well-being of their children.

Our first attack upon ignorance is always diagnosis. There was completed last year a survey of eighty-six American cities to determine what safeguards are actually being given to the health of our children. The result has in it much that is discouraging but much that is encouraging. To find that some towns are alive to the problem and are vigorously moving along the road is encouraging. To find that many are doing but little is discouraging. These are some of the results. No one disputes that milk is essential for children, yet of 35,000 fifth grade children examined, nearly a quarter have no milk. A pint of milk a day is set up by our specialists as the minimum, yet 42 per cent of these children had less than this. Only eight of the cities surveyed pasteurized their milk. There were eighteen preventable epidemics among children in these cities in a period of four years. A leading medical authority tells us that of the ten million children of preschool age in this country malnutrition exists in from 20 to 25 per cent. Postural defects occur in from 40 to 50 per cent. Dental defects are most common, from 60 to 70 per cent have cavities to a greater or lesser extent.

We need also the positive side,—what the factors are which contribute to the development of the healthy body, the healthy mind, the healthy social organism, and we should have these factors stated in positive rather than in negative terms of safeguards. Unless we know the factors, parents and guardians of children cannot intelligently strive to produce them. There is a definite challenge to the scientific world to-day to produce some kind of formula which will enable all those who care for children, who seek a better era, to mould the boys and girls of to-day into stalwarts to whom we can safely entrust our hopes of the future.

The child of to-day is born into a world which would have staggered his immediate forebears. Through fresh sources of power and energy, through increased and more widely diffused wealth and opportunity, through the instruments which science is rapidly developing and placing in our hands as common tools, literally a new world is being created, which calls for a tremendous adjustment on the part of the individual. It is a world moving at a vastly accelerated pace and consequently throws additional strain upon the mental and physical being of the individual. The child of to-day has a far greater scope of choice in all his actions; the drama of his life is acted upon a much wider stage. He needs to develop a surer balance than was required in a less complex environment.

It is necessary that we begin to rear a new child for this new world, one who is fully equipped to direct its forces and instruments of power, who can master it rather than be mastered by it. We who are concerned in any way with the betterment of children are engaged in a work of racial defense and it is essential that we summon to the task the most accurate knowledge that science can give us, that we perfect our social machinery and man it with experts, and that we look steadily ahead to a clearly visioned goal.

"Blossom by Blossom—"

(Continued from Page 19)

Lists of songs, recitations, etc., that may be used in simple school programs will be found in the Bibliography, pages 58-62.

The purpose of the bulletin "May Day Child Health Day" is:

To state anew the high purpose of Child Health Day (a national day for celebrating your year's work for child health).

To offer a few suggestions for year-round child health programs.

To indicate sources from which further helps may be secured.

Both of the above booklets are published by The American CHILD HEALTH Association, 370 Seventh Avenue, and may be purchased at ten cents each.

THE STORY OF FOOD AND FOOD PRODUCTS

The Story of Diamond-Back Terrapin

By Walter F. Dantzscher

Alex Barbee has perfect process to hatch artificially the chosen food of epicures. He raises 8,000-10,000 annually on only farm of its kind, but demand far exceeds supply. Hotels, restaurants and clubs use them in soup that costs $2-$3 per plate. All of Barbee's terrapin for sale except Toby, his trick turtle, which is never out of sight. Toby travels around in leather pouch.

Alex. M. Barbee, "the Terrapin King," under no circumstances would part with Toby, his trick pet, whom he carries with him wherever he goes.

(Photograph by Gilliams Service, New York)

TURTLES are turtles and terrapin are terrapin, but the difference in price between a bowl of turtle soup and a bowl of the broth made from the terrapin, generally acknowledged by connoisseurs and epicures as being the most palatable of dishes, is a matter of two or three dollars.

Two dollars for a plate of soup? Yes. That in a word, according to Alex Barbee, owner of the only diamond-back terrapin farm in the world and perfecter of a system whereby the costly creatures are hatched artificially, sum up the difference between the diamond-back variety and the turtle who comes up out of his hole in the ground after a heavy rain.

And Mr. Barbee should know, for he hatches between 8,000 and 10,000 terrapin each year on his farm on the Isle of Hope, a tidewater village nine miles from Savannah, Georgia, and is still unable to meet the great demand which comes to him from cities throughout the country where hotels, restaurants, exclusive clubs, and wealthy families depend upon him year after year for their supply of the rare terrapin.

Not that the difference is solely a question of price! Heaven forbid! But terrapin meat is to be ranked, according to Mr. Barbee, with such choice morsels as peacock's tongues and the dainty viands which bedecked the tables of emperors in an age when royalty reigned supreme. In comparison to the turtle—well there is no comparison with such a common, everyday critter!

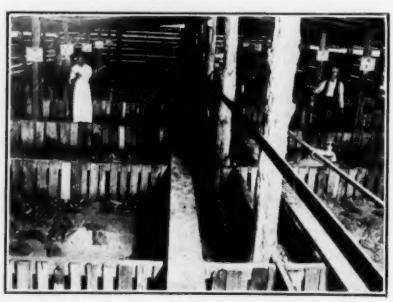
However aristocratic the diamond-back terrapin may seem when served in a magnificent bowl on the table of a hotel with a worldwide reputation, whatever ideas of rank she may have gleaned during the few years of her existence must come, however, from the notions implanted in her head by the hotel chef, for Mr. Barbee's system of raising terrapin is essentially democratic. Except for grading his charges by size they are all one and the same to him, all of them with the exception of Toby.

Toby is such an unusual pet that he might well demand recognition not so much because of social distinction, though he has that too, as because of his superior intelligence. There are few pets of such small dimensions, Toby being a male and but four inches long, who can do so many things. Toby has a way with strangers. He winks his eye at them, first the right and then the left, and looks at them with the sober reflection which is his birthright. Toby was born in the hand of William Jennings Bryan but whether that accounts for his precociousness, Mr. Barbee is unable to say.

Winking is indeed an accomplishment but in an age where philandering of this sort is considered antiquated, Toby must have other stunts to be classed among the modern terrapin. Though his first greeting is, as likely as not, apt to be a sly gesture of this sort, the stranger can hardly continue reticent when Toby offers his front paws, first his right and then his left, in a terrapin's cordial handshake. Many are the persons whose hands he has shaken in just this manner during the fifteen years of his existence. Curious little boys as well as an ex-champion prizefighter have vied for the privilege.

Toby is a boon companion. During the whole of his lifetime he has hardly ever been out of sight, Mr. Barbee explains. Toby's trip up north each year is a scheduled event in Mr. Barbee's business plans. He would no sooner think of going to Washington, Philadelphia, and New York without him than he would forget to feed him a shrimp once a week. Toby, in fact, is rather frugal but that is a characteristic of his set. Mr. Barbee need call him once or twice and there he is, waiting to be fondled.

The problem of carrying him has itself an interesting solution. In an emergency Toby might be shoved into Mr. Barbee's pocket without complaint, but in the ordinary course of things, the terrapin king has provided a pouch in which he may rest easily without danger of rubbing the skin from off his neck. Terrapin though a hardy lot, as Mr. Barbee explains in



Between 8,000 and 10,000 rare terrapin are annually hatched on the Barbee Diamond-Back Terrapin Farm near Savannah.

(Photograph by Gilliams Service, New York)

describing the successful incubation of a proportion which runs as high as ninety per cent., have a skin considerably more tender than that of the ordinary turtle.

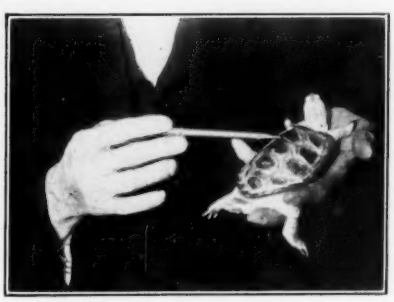
With the exception of Toby all Mr. Barbee's terrapin are for sale. Toby, however, is not. Mr. Barbee has several times received offers ranging as high as $1000 for him, but if these offers were tripled, Mr. Barbee states, he would not part with him. So attached are they to each other that the terrapin king believes he could

never train another pet to take his place. The vast amount of patience required to train a pet of his kind, Mr. Barbee explains, makes him priceless. No other terrapin upon his farm can play a toy piano, but Toby can. And to teach him this feat alone was no small accomplishment.

The miracles which Alex Barbee has wrought, not alone with Toby but in the breeding artificially of the once vanishing terrapin tribe, have seemed so incredible that government experts as well as others in the past doubted his accomplishments. Mr. Barbee has tackled the doubting Thomases of the past and still successfully stands ready to hatch his terrapins in the hands of anyone in whose mind the slightest suspicion exists. Hundreds of visitors are conducted over his farms each week.

When Mr. Barbee first began to hatch the terrapin artificially, he explained recently, so great was the doubt in the mind of government authorities that they sent an investigator down to his farm to verify the report that artificial heat might restore the fast diminishing species. On corsory explanation the investigator reported the thing couldn't be done. Vexed at his stupidity, Mr. Barbee, who had previously not known of the government investigation, hied himself to Washington to prove that artificial breeding was feasible.

He welcomed experts of the department of agriculture to his hotel, he relates, and there before their very eyes hatched out a live terrapin in the palm of their hands! A season or so later he repeated the feat in the presence of William Jennings Bryan when Bryan was Wilson's secretary of state. The terrapin hatched out by Bryan proved to be the



The Diamond-Back Terrapin takes his name from the diamond shaped contours of his back.

(Photograph by Gilliams Service, New York)

most intelligent of the lot as those personally acquainted with the accomplishments of Toby acknowledge.

The actual process of hatching takes place in the sight of the visitors who daily crowd the Barbee farm. When the female has laid her eggs upon the sand mounds which Mr. Barbee and his assistants build for her, the eggs are taken from her before she has opportunity to eat them as many birds and animals in captivity are likely to do. There they are kept with just the right amount of heat generated through a source known to none but Mr. Barbee.

Destined eventually for the tables of epicures, Toby is here seen inspecting two youngsters of six weeks, both of whom are little bigger than a quarter.

(Photograph by Gilliams Service, New York)

When the incubator eggs are hatched and the little fellows have grown to a size as big as a half dollar, Mr. Barbee has them taken back to the marshes to be fattened. Here they live until they are big enough to be brought back to the pens. Three years elapse meantime. By that time they are almost marketing size. Mr. Barbee then aids nature in the fattening process, feeding them as many others do chicken, sheep, hogs, or cattle, to a point where they are most delicious for the most palatable of soups.

Pamphlets Received

"Peaches." By H. R. Wellman. Circular 1. University of California Printing Office, Berkeley, Calif.

"Food Animals and Meat Consumption in the United States." By John Roberts. Department Circular 241. United States Department of Agriculture.

"Citrus Culture in Central California." Bulletin 405. By Gordon J. Surr and L. D. Batchelor. University of California Printing Office, Berkeley, Calif.

"Consumer Habits and Preferences in the Purchase and Consumption of Meat." By Kelsey B. Gardner. Department Bulletin No. 1443. United States Department of Agriculture.

"The Digestibility of Certain Fruit By-Products as Determined for Ruminants." By S. H. Meat and H. R. Guilbert. Bulletin 409 University of California Printing Office, Berkeley, Calif.

"Report of the Chicago Health Education Conference." Published by the American CHILD HEALTH Association, 370 Seventh Avenue, New York, N. Y.

The Faculty Tea Club

By Elizabeth S. McDaniel

Head of Household Arts Department, Wilmington High School, Wilmington, Del.

IT has been in my thoughts for a long time to plan to have the teachers use our home economics dining room often and quite informally, and to give our students more opportunities to entertain in a simple, dignified manner. With these thoughts in mind I had sent out from the office this message:

Our faculty numbers a few more than one hundred. Fifty teachers signed "yes" to the invitation. A representative from McCormick Co. of Baltimore, tea and spice importers, visited us the day I was sending out my message. She was interested and the immediate result of her interest was the sending to us by her firm of 200 individual bags of tea packed in two beautiful boxes and one quart of Witchpot Spread for sandwiches. We have found both very good and the gifts are much appreciated.

We have been serving tea now for several weeks. We have an average attendance of thirty-five. I believe the teachers enjoy it more each time they come. While I meant not to burden my teachers with it, they offered at once to take their turns in having charge. Some one class each week launders the doilies and napkins, cleans the dining room, sets the table, prepares sandwiches or cookies. Four or five girls stay to serve, and put kitchen and dining room in order. The teachers drink their tea, chat awhile, and go back to their rooms, refreshed, often to continue their school work.

Copy of Invitation Sent to Teachers

Would the teachers, men and women, be interested in a Tea Club for teachers? The dues would be ten cents per month. The plan would be this: The members would be served tea, coffee, or cocoa and crackers, cookies or sandwiches in the dining room of the Domestic Science Department from 2:30 to 3:15 P. M. one afternoon each week by students of the department. The teachers would be welcome to stay and chat if they wished. Put a reply in Miss McDaniel's box.

Name of teacher .....

Yes.....No.....

M. Channing Wagner, Principal.

Letter to Nutrition Workers

CALIFORNIA FRUIT GROWERS EXCHANGE

Sunkist Oranges. Grapefruit, Lemons
LOS ANGELES, CALIF.
Educational Department

To Domestic Science Teachers and Nutrition Workers:

New Sunkist Domestic Science Bulletin Service

We offer to home economic classes, farm bureau clubs, and other interested groups a series of eight new lessons for use during the coming school year. The bulletins are in four-page leaflet form, like the attached, ready to fit into the student's note-book.

Each bulletin contains from ten to twenty recipes and features a variety of methods and cooking principles, useful as the basis of work for a number of lessons. The series has been prepared by a domestic science authority, familiar with the teaching problems in this field. Review questions add interest for the pupil. Quantity recipes for use in the school lunchroom and cafeteria are included in each bulletin where practical. The eight numbers will appear monthly in the following order:

October, Bulletin No. 36, "Jams, Conserves and Marmalades" (Fruit-buying information—Citrus fruit pectin—Recipes).

November, Bulletin No. 37, "Holiday Suggestions for Entertaining" (table decorations and garnishes — Unusual citrus fruit dishes for holiday menus with special sauce recipes).

December, Bulletin No. 38, "Gift Cakes, Candies and Sweetmeats" (packing of gift cakes—recipes).

January. Bulletin No. 39, "Salads and Salad Dressings" (dietetic necessity of salads—Ways of serving—Proper dressings—Recipes for dressings and for mixed, jellied and frozen salads).

February, Bulletin No. 40, "Jellied Dishes" (Preparation gelatin dishes—Recipes for jellied salads and jellied desserts).

March Bulletin No. 41, "A Day of Balanced Meals" (Dietetic value, alkaline reaction of citrus fruits—Properly balanced menus for breakfast, luncheon, dinner—Recipes for dishes providing balance).

April, Bulletin No. 42, "Desserts and Frozen Mixtures" (Correct desserts—Serving — Freezing — Recipes for pies. puddings, ices, ice creams).

May, Bulletin No. 43, "Picnics and Parties" (Appropriate dishes—Packing and serving—Recipes for sandwiches, beverages, cakes, cookies, tarts).

To secure bulletins in quantity for classes, fill in post card attached, giving complete data requested and return promptly. This service is free.

The bulletins will commence with the number issued the month request is received at our office, so it is well to send in requirements promptly to insure receipt of the full set throughout the year. Back lessons will not be furnished except as numbers may be available.

May we afford you this service?

Sincerely yours,

R. S. SIMMONS,

Educational Department.

Note: The handling of school requests in our office is greatly simplified if bulletins are sent to teacher by title, rather than by teacher's name. Thus. material to teachers will be addressed: "Teacher of Home Economics (or other title), care of Blank School."

Prizes for Poster Contest

JUNIOR and high school students throughout the United States are invited to compete in a poster contest under the auspices of Near East Relief, which is desirous of securing posters that will interpret the humanitarian work being carried on by this organization in Armenia, Syria, Greece and Palestine.

Hon. Henry Morgenthau, whose appeals for help in behalf of the unfortunate Armenians when he was ambassador to Turkey really started Near East relief activities, is offering $1,000 in prizes—three national prizes and a prize for the best poster submitted in each state. All posters are to go to the state directors of Near East Relief and must be in by March 15, 1927.

The poster committee calls attention to the fact that this contest offers wonderful opportunities for teachers to awaken the interest of their pupils in Near East countries from which our civilization came.

Motifs for the poster may be derived from any source. The starvation motif, however, is not desired, as the period of starvation in the Near East has practically ceased. Near East Relief at present is working on a reconstruction program along educational and vocational lines for the 30,000 children now under its care.

All posters submitted become the property of Near East Relief and must have on them the words, "Near East Relief." They may or may not contain an original slogan. Prizes will be awarded on the basis of advertising value and artistic merit.

Near East Relief reserves the right to reproduce any and all the posters for publicity purposes. It also reserves the right to make any changes in the color scheme or letters in any of the posters that may be selected for reproduction. All posters accepted by the judges will be exhibited by Near East Relief. For further details address national headquarters, Near East Relief, 151 Fifth Avenue, New York City.

Members of the poster committee for Near East Relief are: R. Everett Cortright, assistant professor of education, New York University, chairman; Robert A. Kissack, professor art education, New York University; Frank H. Collins. director of art, elementary schools; Forest Grant, director of art, high schools, Board of Education, New York City; H. F. Kazmier, state director Near East Relief, Connecticut; Joseph Wiseltier, supervisor of art education, Connecticut; Belle Boas, professor of fine arts, Horace Mann School, Teachers College.

Book Reviews

"Annual Report of the Surgeon General of the Public Health Service of the United States, for the Fiscal Year 1926." Washington Government Printing Office.

THIS report of the Surgeon General is, as usual, full of suggestions to those who have either direct or indirect connection with food questions.

There is a chapter on nutritional diseases which will point many a moral even if it does not adorn many a tale! Quite seriously, the food manufacturer, through his interest in his employers, will recommend just such a report with its suggestions for better results in the field of industry.

Educators who must frequently act as the connecting link between the commercial field and the domestic will also find much that is stimulating. The report is, of course, essentially a reference document. Not all parts of it are equally interesting to all readers. On the other hand, the narrow phase of specialized work is rapidly passing. Commercial, industrial and technical workers are coming increasingly to realize that each has something for the other and for each of these groups the surgeon general's report has a definite appeal.

"Fundamentals of Dietetics." By Bertha M. Wood and Annie L. Weeks. Publishers, W. B. Saunders Company, Philadelphia, London. $1.75.

FROM the vantage ground of the Dietary Department of Mount Sinai Hospital, New York City, Miss Weeks and Miss Wood observed much and taught much. Perhaps the outstanding feature of their new book is the somewhat original method employed in presenting material often discussed in a manner decidedly stereotyped.

The first chapters offer brief outlines for lectures on the various food groups. After this they deal with such important topics as hospital diet, infant feeding, classification of food and metabolism, diet kitchen routine, diet in gastric disturbances as well as conditions, characteristics of kidney disease. The final chapters deal with special diets for children and the book closes with a reproduction of the food value sheet as used at Mount Sinai during the time that Miss Weeks and Miss Wood were in charge of the work.

(Continued on Page 32)

Suggestions to Teachers Regarding Sources of Material

Editor's Note:—To assist teachers in obtaining material published by manufacturers of foods, FOOD AND HEALTH EDUCATION will gladly forward requests from teachers to these manufacturers. If those requesting booklets on which there is a charge, send the cost, FOOD AND HEALTH EDUCATION will gladly forward this, also. Some of the material available in printed form is listed below, each publication being given a key number.

Because of the vast amount of clerical work involved, teachers are asked to send each request on a separate slip of paper, size 4x4 in., giving the key number of the publication and name and address on each separate slip. Enclose slips in an envelope and send to Food and Health Education, 468 Fourth Avenue, New York City.

1. "*Temperature Charts.*" Helpful charts, perforated for binding with lesson plans or may be hung on the wall through center perforation. Combination of time and temperature charts, together with standard recipes form quite a complete baking guide for class or home use.

2. "*Baking Technology.*" A 30-page magazine, published monthly. Contains much that is helpful on the application of science to the problems of the baking industry. The teacher of domestic science will find various suggestions for use in the class room. Among these are digests of current material on nutrition articles on hygiene suitable for supplementary reading, etc.

3. "*Lesson Plans.*" A set of booklets under the following captions: "Deep Fat Frying"; "Baking Powder Batters and Doughs"; "Cakes, Frostings and Fillings"; "Christmas Suggestions"; "The Muffin Mixture and Its Variations"; "Baking Powder Biscuit and Its Relatives"; "Baking Powder." These are perforated so that they will fit into any note book.

4. "*Tempting Recipes.*" Booklet featuring recipes for quick breads and various dessert dishes.

5. "*Crushed Pineapple.*" Small leaflet containing one dozen ways of serving pineapple.

6. "*Information on the Development and Uses of Pineapple.*" Four-page leaflet, telling what pineapple is, something about the canned product, the position of pineapple in the dietetic field, and the differences between sliced pineapple and crushed pineapple.

7. "*Feeding the Child for Health.*" A good example of how progressive manufacturers are adapting the facts in science to their own educational publicity. Fruit and its place in the diet is the central point of the discussion.

8. "*Cookery Club Recipe Book.*" Small booklet containing dessert recipes.

9. "*A Few Facts Relative to the Food Value of Meat.*" Eight-page booklet with many illustrations.

10. "*Dainty Desserts for Dainty People.*" A pamphlet illustrated in colors giving recipes for salads, savories and desserts, made from gelatine.

11. "*Grape Juice as a Therapeutic Agent.*" A popular treatment of the story of grape juice, together with recipes for the preparation of various beverages and invalid dishes.

12. "*Make It Better with Leaf Lard.*" Small pamphlet giving general directions for frying as well as recipes in which leaf lard is used.

13. "*Meat Cookery.*" A pamphlet giving recipes for meat dishes, colored plates showing different cuts, desirable food combinations, and hints on economy in purchasing meats.

16. "*Ye Early Hitory of Tea.*" A beautifully illustrated pamphlet, giving a brief history of the discovery, use and preparation of tea.

17. "*Ten Lessons on Meat.*" An eighty-page booklet prepared for use in high schools.

18. "*Food Source Map.*" Wall map in colors, showing geographical sources of the principal foodstuffs produced by the United States.

19. "*Production of Powdered Milk.*" Wall chart showing process used in commercial preparation of powdered milk.

20. "*Vanilla Flavor.*" Pamphlet featuring the relative flavoring values of true vanilla extract and imitations.

21. "*Historical and Interesting Information about Baltimore.*" Interesting pamphlet showing territory covered by bee products.

22. "*Spices.*" A text book prepared especially for the teacher. Attractive colored illustrations.

23. "*Tea.*" Features the culture, manufacture and packing of this product.

24. "*Why We Refrigerate Foods.*" Pamphlet treating of the reasons underlying food spoilage and why low temperatures retard food decomposition.

25. "*Modern Biscuit Baking.*" A monograph prepared by a home economics department. A sixteen-page pamphlet, containing discussion of material used in biscuit making, directions for handling, recipes and score cards.

27. "*Reliable Recipes.*" A seventy-five-page cook book prepared by the domestic science department of a large baking powder company. Recipes include directions for preparing all dishes in which baking powder is used. Material is well arranged.

28. "*Food Economy.*" Recipes for left-overs and plain desserts. A valuable pamphlet on the use of gelatine.

29. "*Bread and ——.*" An illustrated booklet, describing the manufacture of oleomargarine, together with recipes and directions for preparing attractive dishes in which the product may be used.

30. "*One-Dish Hot Meals for Rural Schools.*" Carefully tested recipes prepared by the domestic science director of a large packing company.

31. "*A Six Weeks' Sequence in School Lunches, Suitable for Schools of 100 to 300 Pupils.*" Well organized material on the development of a series of school luaches. Menus and recipes.

32. "*Educational Meat Charts.*" Colored charts of convenient size, with a side of beef, lamb, etc., pictured entirely with the different cuts shown graphically, both singly and in relation to the animal.

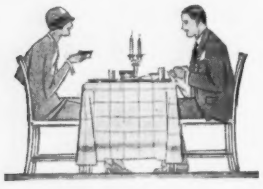
33. "*A Catalog of Special Diet Food and Equipment.*" Booklet containing list of materials required for preparing foods, equipment for making tests and the names of several valuable books that have been especially prepared by physicians for the layman's use.

34. "*Adding Variety to the Menu.*" Booklet containing many varied recipes.

36. "*The Story of Flour.*" Exhibit material for school room use. Consisting of wall chart which has views of Minneapolis Milling District, and eighteen pictures dealing progressively with production, transportation, sale and distribution of wheat; the booklet is a condensed treatise on wheat and flour production, fully illustrated and containing many interesting facts on Minneapolis Milling history. Express charges or if parcel post is desired send 50c in stamps to cover cost of mailing.

38. "*About Canned Corn,*" "*About Custard Pumpkin,*" "*About Canned Peas.*" Three booklets containing tested recipes and interesting facts on commercial canning processes. The recipes are so arranged as to fit conveniently into a standard-size recipe file. The information concerning canning processes is of value for class room instruction.

40. "*Nationally Known Recipes.*" A fifty-page booklet showing how powdered milk may be used in soups, fish,



In 76 Famous Tea rooms

the Managers say: "I use Royal Baking Powder"

THEY owe their fame—these American tea rooms—to the perfection of their home-made American foods—frosted layer cakes miraculously delicate and rich, tender little biscuits and waffles, and interesting crusty tea breads.

"What kind of baking powder do you prefer to use in your kitchen?" a number of managers of the best-known tea rooms were recently asked.

And 76 of these discriminating women answered definitely, "I use Royal Baking Powder."

Royal is made with the finest cream of tartar, a natural fruit product of ripe grapes. Pure, wholesome, dependable—Royal never fails you and it leaves no bitter taste.

The Cream of Tartar Baking Powder. Contains no alum. Leaves no bitter taste.

sauces, salad dressings, breads, and candies. More than thirty organizations, manufacturers, educators and magazine editors cooperated in the making of the booklet.

41. *"To the Teacher."* Booklet showing how to visualize to classes facts about powdered milk. An educational wall chart showing process of manufacture of powdered milk will also be sent free to teachers.

42. *"Surprise Recipes."* A collection of recipes featuring powdered lemon juice (not lemon extract), printed in convenient form for use in a recipe-filing cabinet.

43. *"To the Teachers of Home Economics and Dietetics."* A booklet showing the place of powdered milk in bread making.

44. *"Lamb — Eat It Often."* A recipe booklet issued by a packing house with many suggestions for preparation and serving of lamb.

45. *"The Chocolate Town."* A brief narrative of the discovery and commercializing of cocoa beans, the manufacture of chocolate and cocoa and of the sugar industry.

46. *"Cold Storage."* A leaflet issued by well known meat packers showing uses and economics of refrigeration.

48. *"U. S. Navy Recognizes Chocolate as a Practical Necessity."* Pamphlet telling how chocolate fits into the diet of the boys in the Navy.

49. *"Cream of Tartar Chart."* Wall chart, showing graphically the composition of this class of baking powders.

50. *Jewish Royal Cook Book.* Forty-page recipe book in Jewish, featuring baking powder.

51. *"Ways to Save Eggs."* A cook book featuring baking powder.

52. *"Temperature Guide."* Accurate tabulation of proper temperatures for different cookery processes.

53. *"The School Lunch Box."* Illustrated leaflet giving attractive recipes.

54. *"Baking Powders, Classification and Ingredients."* Leaflet giving much scientific information on the composition of baking powders.

55. *"New Cook Book."* A new edition of a practical recipe book put out by a baking powder company.

56. *"A Cookery Expert's New Recipes."* Booklet containing cake, candy, and pudding recipes.

58. *"General Score Card for Cooked Meat Dishes."* Card giving points on different varieties of meat.

59. *"Salad Demonstration Plan for 4-H Club."* Material containing salads, explanation given by girl preparing salad.

61. *"Bread and Its Ingredients."* Pamphlet giving carefully prepared information on wheat, flour, milling, yeast and the finished bread. Illustrated. Valuable for supplementary class room reading. Published by a well-known yeast manufacturer.

63. *"Outline of Program for Women's Clubs."* Material for the group study of salads, sandwiches, appetizers, relishes and new ways of serving fish, meat and vegetables.

64. *Seasonal Suggestions for Frosty Nights and Indian Summer Days."* Pamphlet featuring menus for autumn feasts and frolics.

65. *"A Series of Lessons."* Pamphlet printed to assist home economics instructors and specialists in the study of salads, sandwiches, appetizers, relishes and new ways of serving fish, meat and vegetables.

66. *"Set of Cereal and Spice Labels."* Envelope containing over fifteen attractive labels.

67. *"Mold."* Pamphlet containing a reprint from New York Produce Review. Telling how to prevent the appearance of mold in butter.

68. *"Twenty New Ice Cream Formulae."* Leaflet featuring the "why" of quality in ice cream, what happens in the freezing and recipes on ice cream sauces.

69. *"Keeping Summer Checks at Winter Level."* Booklet containing special-dish recipes, salad recipes, and dessert recipes.

73. *"Across Seven Seas."* About *Tapioca."* Two illustrated leaflets and a colorful chart setting forth the history, cultivation and value of tapioca, directions for its use and well arranged recipes.

74. *"Recipes for Making Perfect Jams, Jellies and Marmalades."* A bulletin and three folders dealing comprehensively with a process for making fruit syrups "jell," outlining the actual experiences of experts.

75. *"A Complete Book," "Score Card."* The cook book merits its name and should prove useful both in the school and the home, together with the helpful score card.

76. *"The Little Red Devil Recipes," "Simplifry Codfish Cakes."* A booklet and one-page leaflet. The former gives appetizing recipes for the use of deviled ham and tongue, the origin and value of such products. The latter pictures "ready to cook" codfish cakes as an available dish.

77. *"Digestibility, Roughage and Vitamins."* Leaflet containing an address before the American Home Economics Association.

78. *"The Bread of Life."* An address before American Bakers' Association Convention.

79. *"Bread."* Reprinted from Baking Technology.

80. *"A Calendar of Dinners," "The Whys of Cooking," "Balanced Daily Diet," "Recipes for Everyday."* Four books by domestic science authorities giving well planned recipes and valuable material dealing with diet needs. A cooking fat is recommended for general use and its food qualities demonstrated.

81. *"New and Delicious Ways of Preparing Pork and Beans," "About Peanuts and Peanut Butter," "About Macaroni."* Ten folders and a series of bulletins showing sanitary methods of preparing these and other products. Recipes and menus.

82. *"To Doctor, Nurse and Teacher."* Note telling of material concerning food and its relation to health.

83. *"Foods That Give Health."* Pamphlet dealing with milk, cereals, breads, meats, leafy and starchy vegetables, fruits, fats, sugars, special foods, vitamins, a mother's dietary needs, growth and muscle building, energy for play, regulation and protection, health rules.

85. *"What Foods Will Keep the Family Well?"* Pamphlet containing outline for planning health menus.

87. *"Important Facts About Peanut Butter."* A description with illustrations of the process of manufacturing peanut butter.

88. *"Recipes of Flavor."* Sixty-three pages of suggestions for the use of canned fruits and vegetables. Prepared by the domestic science department of a food products company.

89. *"Story of Spices."* Valuable information about spices given in question and answer form for use by the domestic science teacher.

90. *"Story of Extracts."* Small booklet published by food products company giving important facts about extracts in question and answer form.

92. *"The Story of Minute Tapioca."* An illustrated booklet telling the story of this food from the tropics to the table. Prepared by a manufacturing company.

93. *"Cook Book."* Featuring tapioca recipes. An attractive little book which has been approved by food experts.

94. *"Exhibit chart."* For the domestic science class room. A colored chart illustrating the preparation of tapioca.

96. *"Here's Health."* Twenty-three-page booklet with illustrations telling of the food value of bran, with several pages of good recipes.

98. *"Flour Chart."* A small wall chart holding glass containers which show wheat in the different stages of making flour. A very useful chart for a domestic science classroom.

99. *"Recipe Packet."* A set of small recipe cards featuring dried fruit recipes in a very convenient shape for the recipe file.

104. *"Bread as the Physician Sees It."* An address delivered before American Bakers' Association.

105. *"Baking Powder Chart."* A graphic illustration of the composition of different kinds of baking powder. Valuable to the domestic science teacher.

106. *"Book of Menus."* Menus for various occasions and for different types of meals. Attractively illustrated with many good recipes featuring Jello.

107. *"57 Years of the 57."* A booklet giving the story of preparation and packing of the fifty-seven varieties with illustrations.

110. *"How Br'er Rabbit Found His Home."* An interesting little booklet, giving the history of sugar cane with recipes in which molasses and cane sugar products are used.

111. *"Good Pies Easy to Make."* A small booklet giving recipes, a table of oven temperatures, and very good illustrations of the process used in pie making. Exceptionally well prepared.

112. *"Specialty Bulletins."* A series of leaflets, arranged for a loose-leaf note book, giving information about the different products. Manufactured by a well-known specialty company.

113. *"Studies of Edible Gelatine in the Dietary."* Two bulletins giving the results of extensive research work on the value of gelatine with charts, illustrations, directions and recipes.

114. *"The Story of Occident."* A good-sized booklet, telling the story of flour, with illustrations of milling machinery.

115. *"Something About Sugar."* An attractive booklet with good illustrations, telling of the growth of sugar cane and the refining processes. A good booklet for the teacher of food study classes.

116. *"Domestic Science Bulletins."* A series of leaflets, arranged as lesson plans, featuring the use of fruit. Numerous recipes. Valuable for home economics classes and teachers of home economics.

117. *"A Lesson on Waffles and Griddle Cakes."* A booklet containing recipes for waffle and griddle cakes.

120. *"Canned Grape Fruit."* A small booklet, giving interesting information about the history of grape fruit, both of the canned and the fresh product.

121. *"Making Biscuits."* A collection of quick bread recipes with ten variations of the standard biscuit and muffin recipes.

122. *"Celery and How to Use It."* Many interesting suggestions for the use of celery with recipes.

123. *"Approved Methods for Home Laundering."* An eighty-page booklet containing suggestions on keeping clothes clean.

125. *"The Story of Sugar."* A small folder, telling the story of sugar cane and the preparation of sugar cane products for the market.

127. *"Housecleaning Hints."* Plan of work, equipment, curtains, pictures and bric-a-brac, shades, bedding, rugs, floors, woodwork, walls, windows, mirrors, furniture, metal, sinks, bathtubs, silver, refrigerator, stoves, basement, washing and meal planning are all discussed in this little booklet.

128. *"Getting the Most out of the Ivory Soap Educational Exhibit."* Pamphlet containing material for health lessons, for household arts, for history study, for geography, for nature study and science, for industrial arts. It also gives the definition of soap, kinds of soap and information on how it is made.

129. *"The Muddies of Mussyland."* A one-act play for children.

131. *"Ice Cream Making in the Home. Some Ice Cream Freezers."* Authoritative information concerning types of ice cream freezers and methods of freezing including recipes for frozen dishes.

133. *"Milk and Fruit Juices."* A small folder with suggestions and recipes for fruit beverages in which milk is used.

134. *"Rules for Meal Planning."* A small folder with foods listed in groups as regulating, fuel, and building foods, with rules for combining these foods to make balanced meals.

135. *"Corn and Its Uses."* Information concerning the manufacture and composition of products made from corn given in a condensed form. The booklet should be useful to domestic science teachers in high school and college.

136. *"The Manufacture of Corn Products."* A well prepared booklet giving detailed information as to the manufacture, use and food value of corn products, with tabulated material and statistics.

137. *"The Health Value of Gelatine."* A recipe booklet with suggestions for dishes to be served in special diets. The information given is based upon scientific research as to the value of gelatine in these diets.

145. *"Unusual Uses of Ivory Soap."* Booklet giving suggestions on how to use soap for plants and in other unusual ways.

Double Action Insures Baking Success

For three generations Calumet Baking Powder has enjoyed steadily increasing sales. More and more customers call for Calumet. Every day, Domestic Science teachers, housewives, chefs and bakers decide for themselves that Calumet is the brand best suited for their use — dependable and wholesome, insuring their reputation of being "good cooks."

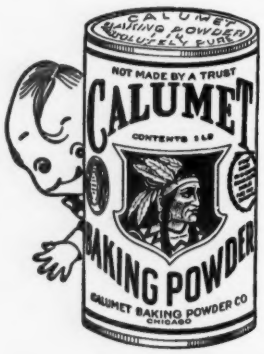
CALUMET

The World's Greatest

Baking Powder

With Calumet, a double acting baking powder, you do not have to use extra care and precaution. You may bake either in a hot or moderate oven with safety — you may move the food in the oven or open the door for inspection without fear of it falling. You may mix a pan of muffins or biscuits at night, put them in the ice chest and they are ready for the oven in the morning.

Double-acting baking powder means a baking powder containing two leavening units: One unit begins to work when the dough is mixed, the other waits for the heat of the oven; then both work together — your guarantee against failure — against waste.



Calumet Baking Powder Company

4100 Fillmore Street

Chicago Illinois

146. *"Suggestive Recipes for the Preparation of Some Diabetic Foods."* Carefully prepared recipes for the diabetic patient with the food value of each serving given in grams of carbohydrate, fat and protein.

147. *"Outline of a Course in Bread Making."* Suggestive to teachers and home demonstration agents, with a detailed description of the entire process of making bread by the sponge method.

149. *"The Care of Lovely Garments."* This booklet gives directions for washing different materials and special directions for ironing.

150. *"The Salad Bowl."* Recipe booklet featuring salads and the use of mayonnaise dressing. 2c each.

151. *"Oleomargarine, Its Purity, Wholesomeness and Economic Importance."* Valuable information concerning the production, food value and economic value of oleomargarine. Prepared by the research department of a trade association.

152. *"The Baby Book."* Small book telling how to bring up a baby so far as food, sleep, dress, cleanliness, ventilation, care of the eyes, ears, nose, teeth, hair and nails are concerned.

156. *"Twenty Lessons in Domestic Science."* Suggested lessons for the domestic science teacher. Issued by a baking powder company.

157. *"The Care of the Home Refrigerator." "Where to Place Food in the Household Refrigerator."* Two booklets giving practical and much needed information in a condensed form.

158. *"The Cruise of the Ivory Ship."* A story to interest the children.

159. *"A Kernel of Wheat." "Simplified Model Flour Mill."* Two well prepared wall charts for food study classes. Prepared by a large milling company.

160. *"Baby's Milk."* Directions for preparing milk for the baby. Prepared by an evaporated milk company.

161. *"The Story of the Bath."* Interesting story outlining the history of the bath.

162. *"From Soup to Nuts."* Small leaflets featuring recipes in which margarin is used.

163. *"A Meat and Vegetable Diet versus a Strictly Vegetable Diet."* An address delivered before the Meat Congress at the Kansas Free Fair.

164. *"A Cookery Expert's New Recipec."* Good things to eat prepared with cocoa and chocolate with recipes by Caroline B. King. Well illustrated.

165. *"Recipes for Beef and Pork."* Card recipes with suggestions for different ways of preparing the various cuts of beef and pork.

166. *"Food Combinations."* Pamphlet giving a list of meats with accompaniments such as starchy food, succulent or green vegetable, sauce.

168. *"Varying the Monotony of Liquid and Soft Diets."* Booklets written by one of the leading dietitians of the country, who in collaboration with a gelatine company, prepared, tested and analyzed the caloric calculations of each recipe given.

170. *"Sunkist Recipes for Every Day."* Fifty-page illustrated pamphlet giving a variety of recipes and directions for serving fruits. Ten-minute salads and ten-minute desserts are special features. Not furnished in quantity.

171. *"Making Biscuits," "Cakes for Delicious Desserts," "Cook Book."* A group of booklets put out by a well-known baking powder company. *"Making Biscuits"* gives fourteen pages of recipes for quick breads and muffins. The *"Cook Book"* is a fifty-page booklet having a wide variety of recipes.

172. *"Menus," "Temperature Guide," "Baking Powders," "The School Lunch Box."* Small pamphlets of information as indicated by title. *"Menus"* give excellent recipes for prescribed menus with excellent illustrations.

173. *"Delicious Foods," "Better Baking and Cooking."* Two leaflets with colored illustrations.

175. *"Teacher's Outline for a Domestic Science Course,"* Sections I, II, and III. Issued by the domestic science department of a baking powder company. 10c.—With binder, 25c.

176. *"Marketing Livestock and Meats."* One hundred and twelve-page book planned for use in schools and colleges giving courses in agriculture. Illustrated with distribution maps, market charts and tinted reproductions.

177. *"My Hundred Favorite Recipes."* Thirty-two page booklet of varied recipes with time table for cooking. Completely illustrated.

178. *"Dainty Desserts."* Leaflet containing recipes suitable for all occasions, with colored illustrations.

179. *"Nurses' Handbook of Recipes for Oranges and Lemons."* Recipes, tested and compiled by experts in convenient notebook form, for beverages, salads, desserts, and quantity recipes. Caloric content for each noted. Limited quantities distributed to nurses' classes only.

180. *"Diet Series."* Leaflets giving prescribed diet for 1, Reducing; 2, Constipation; 3, Anemia; and 4, Underweight. Also graph showing iron content of common foods, and a card of Health Hints.

181. *"Meat and How I Cook It."* One hundred eighty-eight selected from thousands submitted by high school girls in the National Meat Story Contest, featuring for the most part the less-demanded cut of meat.

182. *"50 Ways to Use Tomato Flavor."* Convenient and attractive little booklet of novel suggestions for making food more appetizing through the use of a quality tomato product.

184. *"How to Make Good Bread."* Large wall chart giving recipes for accepted home method of making bread —over night process. Detailed instructions and photographic illustrations make clear every step in procedure.

185. *"The Story of Evaporated Milk."* Pictoral broadside poster showing by photographs and sentence paragraphs, the various stages in the preparation of evaporated milk.

188. *"Good Eating."* Leaflet featur- by Janet McKenzie Hill for a specialty canning company.

189. *"The Use of Meat."* Bulletins 1 and 2. Booklets taking up from the nutritional standpoint the value of meat. Bulletin 1 discusses the efficacy of the meat diet in the cure of anemia, pellagra, and other diseases. Bulletin 2 considers the health value of meat in the ordinary diet.

190. *"Let's Have Something Different for Dinner."* Leaflets in color. The first mentioned contains recipes for a complete supper, stressing the economy of using evaporated milk in cooking; and the second features meats cooked in milk.

191. *"About Cakes and Candies."* Booklet contains recipes for all occasions:—cinnamon crisps, peanut cookies, white fruit cake and other novelties.

192. *"Mayonnaise Recipes."* Booklet of recipes made up as a calendar with time card for cooking. 5c each.

193. *"Cocoa and Chocolate."* A brief description of the production and use of cocoa and chocolate. Educational material concerning the history, agriculture, and manufacture of chocolate and cocoa products. Illustrated.

194. *"Choice Recipes."* Varied recipes with illustrations for the use of chocolate and cocoa. Material well organized and indexed for convenient use in home or school.

(Continued on Page 30)

A City Project

By Edith Swoope Rose

Supervisor, Home Economics, Chester, Pennsylvania

A CLASS in cookery—for boys! Truly an innovation here, and possibly if our superintendent had not believed in girls knowing the use of ordinary tools in the home, we might not have had a vacant foods laboratory, a group of eager boys, and a willing home economics teacher at the same time.

With such a combination what else could happen?

It was not to be a Camp Cookery, for Camp Cookery just does not function in a kitchen. To be really appetizing Kabobs, Cheese-bobs and Komac Stews need the great out-of-doors to give them flavor.

The course was to consist of twelve double period lessons to be given in six weeks.

It was to be a bird's-eye view of the three daily meals. One lesson

The Dining Room
(Does not show the attractive china)

was to be the preparation of a breakfast tray for a sick mother and the crowning feat was to be a dinner given to invited guests.

The requisites in the way of uniform were a clean shirt with sleeves rolled and a chef's apron. Anticipating some lack of cooperation in the homes over this innovation, we asked a friendly baker for some large flour sacks and these the clothing department made into mannish aprons. They became the property of the home economics department and were lent to the boys of the class. (This might be a solution for some of the difficulties most foods teachers have in getting their pupils to bring their uniforms.)

The first lesson, what should it be?

On its success hinged the interest of this class and of all the future of boys' classes in cookery. In the girls' classes canning and preserving had been received with great interest and had been in progress for several weeks.

The instructor decided that an attractive marmalade which could be finished in one lesson might be the very thing. She possessed an unusual recipe, a combination of apples, peaches, oranges and sugar and this she put upon the board, with all her supplies on hand.

The boys were interested at once, and soon some of them were slicing fruit, others using the food chopper and others measuring sugar and preparing jelly glasses. The time slipped away very rapidly and the marmalade was finished. The first class in cookery for boys in this city had passed into history.

No returning conquerors from a football arena ever carried their laurels more proudly than did these fifteen-year-old boys as they passed through the halls each carefully carrying his glass of amber marmalade.

Teacher and Supervisor then confessed to each other what great fears had encompassed them over this first lesson.

The second lesson was a full-fledged breakfast of fruit, cereal, bacon, griddle cakes and cocoa. How those boys worked!

Visitors passed in and out. Reporters came from a great city daily, and collected data and took photographs for their paper.

While the boys ate comments flowed freely. They seemed to be surprised that they had really cooked anything edible. One boy said to another, "Gee you couldn't get a breakfast like this anywhere for thirty-five cents." Another confided "My mother thinks it's all right for me to learn to cook. My father says it's all foolishness, but he's willing to try it out."

They cleaned and scrubbed with ardor, each taking his share of the work, not complaining about the dish washing.

Their attitude about all their cooking and cleaning was the same as it was in the wood working shop—as if it was a job that had to be done.

Their recipe books—the covers decorated with pictures of spoons, forks, knives, saucepans and rolling pins—were kept without any urging from the teacher.

(Continued on Third Cover)

195. *"About Grape Juice."* Booklet published by a well known grape juice company. Contains recipes for serving grape juice with meals. Contains discussions on place of grape juice in the diet.

196. *"Frozen Desserts."* A booklet prepared by a large milk company. Contains some valuable hints as to the use of milk in connection with recipes that call for double cream such as frozen desserts. Also contains directions for freezing ice cream and desserts which require no cooking.

197. *"Sauerkraut as a Health Food."* A booklet prepared by a large kraut packers' association. Its purpose is to give American people the facts about the value of sauerkraut as a health food.

199. *"Marcaroni and Spaghetti."* Booklet containing brief exposition of the manufacture and food values of Italian pastes; together with some tested basic recipes.

200. *"Care of the Child's Food in the Home."* Authoritative discussion of importance on refrigeration showing growth of bacteria when proper care is lacking. By Dr. Mary E. Pennington.

201. *"The Art of Making Bread."* Booklet illustrating white bread, plain rolls with bread dough, raisin bread, Parker House rolls, whole wheat bread, buckwheat cakes, rusks, root beer, coffee cake and cinnamon rolls.

202. *"How to Make Good Bread."* Wall chart giving every step in the process of bread making—from preparing the sponge to cooling.

203. *"Scientific Meal Planning."* A small chart useful for reference in selecting the proper foods to balance the diet at every meal A group of protective foods is given, one on foods that build the body and regulate digestion and one on foods that give heat and energy. This chart may be hung on a wall. 2c each.

204. *"The Story of Raisins."* Should you care to know what raisins are, where they come from, if they are made or grow, how they get their taste and whether they are really good for us or not, this booklet tells the story.

205. *"The Fruit Book."* Booklet containing the favorite fruit recipes of some of America's well known cooking authorities.

208. *"The Role of Fats in Nutrition."* Bulletin by the director of a food bureau, in which he discusses the composition of fats and oils.

209. *"Margarine Laws of Oregon and Washington Repealed by a Referendum Vote of the People."* Bulletin contains opinions on margarine and margarine legislation.

210. *"Opinions of Educators and Statesmen on Margarine and Margarine Legislation."* Supplementary Bulletin on margarin.

211. "The School Lunch." A booklet containing suggestions for lunches. Especially of interest to the teacher.

212. *"Cereal Products and How to Use Them."* Booklet containing recipes with colored illustrations isued by a cereal manufacturing organization.

213. *"Tomato Sauce Recipes."* Booklet showing unusual possibilities of tomato sauce.

214. *"Peeled Green Chile."* Booklet suggesting appetizing varieties for everyday meals.

215. *"Teacher's Outline for a Domestic Science Course."* A series of interesting bulletins with lesson plans.

216. *"Tempting Recipes."* Booklet containing recipes for biscuits, muffins, doughnuts, cakes, cookies, pies, pudding sauces, frostings, and candies.

218. *"Cooking Time Table and Mayonnaise Recipes."* A practical calendar with a clever device for timing cookery processes and attractively illustrated recipes.

219. *"Health, Growth and Happiness for Boys and Girls."* A small booklet containing baby growth chart, height and weight charts for boys and girls. Also attractively illustrated in color.

A Manual of Cookery in

12 CHAPTERS

THIS book has been prepared by the Home Economics Department of The Procter & Gamble Company for use in cookery classes—both adult and junior.

Each chapter includes a discussion of the principles of cookery, together with a group of selected recipes, each of which has been carefully tested. The nutritive value of each different type of food is discussed in its proper place.

Many teachers from all parts of the country have found this volume valuable for class use, for supplementary reading material and for use in home project work.

A copy will be sent free to any teacher upon request.

PROCTER & GAMBLE

Department V-2, Cincinnati, Ohio

The BEST COOKS *use*

Aluminum

ALUMINUM WARES ASSOCIATION

Publicity Division, 844 Rush Street, Chicago

DO YOU USE

The Commercial Material

furnished by food and allied manufacturers to their fullest possibilities?

In this issue is a very completely revised list of this material that is available. If you will go over this carefully and request of us the booklets which you have not already received, you will have many teaching helps that will make many interesting lessons.

Food and Health Education

468 FOURTH AVE. NEW YORK

220. *"Dietetic Bulletins."* Another series of leaflets, featuring each recipe with its value in calories and grams. For nurses and nurses' classes.

222. *"A Real New England Treat."* Pamphlet containing recipes on breakfast and luncheon dishes, tea and luncheon sandwiches, dinner dishes and desserts with colored illustration of prepared dishes.

223. *"Coconut Recipes."* A fifteen-page booklet featuring recipes on the variety of goodies to be made with the addition of a little coconut. Attractively illustrated in color.

225. *"Food Chart."* Chart which gives food values of an average serving of certain food materials. Arranged in six divisions, showing just how to use it.

226. *"New Salad Recipes"* and *"Recipes for Salads and Sandwiches."* Two small leaflets giving attractive recipes.

227. *"From Pasture to Pantry."* A booklet telling in detail the story of evaporated milk.

228. *"Good Luck and Good Health."* A very attractive booklet giving health suggestions of interest to the children and illustrations would appeal especially to the children. Free upon request to teachers; additional copies for pupils obtained at a small charge.

AMERICAN INSTITUTE OF BAKING
1135 Fullerton Ave.
CHICAGO, ILL.
Dept. Nutritional Education
Material discussing Foods and Nutrition sent teachers on request.

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SPARKLING GELATINE
"The Highest Quality for Health"

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CHICAGO, U. S. A.

229. *"Pineapple as 100 Good Cooks Serve It."* Small booklet containing recipes on fruit cups and cocktails, salads, meats and vegetables, cakes, cake fillings, frostings and sauces.

230. *"Suggested Outline for Meat Demonstrations."* Material featuring table for cuts of meat.

231. *"Cake Secrets."* A thirty-six page booklet containing a variety of cake recipes with tempting colored illustrations. 10c each; 5c each sold in quantity to students.

232. *"A Detailed Description of the entire Process of Making Bread by the Sponge Method."* Material including something about preparing sponge, making dough, kneading dough, first rising, kneading down, second rising, molding loaves, rising of loaves, baking, testing oven, cooling bread.

233. *"Sausage — Principal Kinds and Uses."* Recipes providing meat dishes at relatively low cost.

234. *"The Story of California Oranges and Lemons."* Illustrated thirty-page booklet including early history of the California Citrus Industry.

235. *"Appetizing and Economical Meat Dishes."* Pamphlet giving recipes on a variety of meat dishes.

236. *"Sixty Ways to Serve Ham."* Booklet with attractive colored illustrations of different preparations of ham.

237. *"Dates in the Healthful Diet."* Booklet telling what dates contribute to the family dietary.

238. *"The Romance of Baking Powder."* Pamphlet giving a good insight into the evolution of making powder. with its value in calories and grams.

239. *"Evolution in Baking Powder."* Leaflet telling the function which baking powder performs.

240. *"A Monograph on Cookies."* Booklet showing classes of cookies with helpful illustrations.

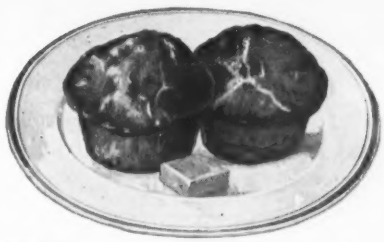
241. *"Pastry Baking."* Booklet on modern pastry making with helpful illustrations.

242. *"The Cook's Book."* Booklet giving a variety of recipes, mostly dessert, with attractive colored illustrations.

243. *"Seasoning Secrets for Home Cooking."* Small leaflet with recipes for meats and sauces.

244. "My Meat Recipes." Booklet with an introduction on the art of carving meat with helpful illustrations.

245. *"Baking Guides," "Cakes for Delicious Desserts," "Fruit Gelatin Suggestions."* The booklets are attractively illustrated in color with many delicious recipes. Valuable for home or school use.



What you can do with a package of Kellogg's ALL-BRAN

Use Kellogg's* ALL-BRAN *for Breakfast

Serve ALL-BRAN for your breakfast cereal—with milk or cream, with fruit or honey. This crisp cereal is appetizing and its fiber content aids elimination.

Use Kellogg's* ALL-BRAN *for Luncheon

Hot waffles for luncheon — made more wholesome by being prepared with ALL-BRAN.

KELLOGG'S ALL-BRAN WAFFLES

1½ cups flour, ½ teaspoon salt, ½ tablespoon sugar, 3 teaspoons baking powder, ¾ cup Kellogg's ALL-BRAN, 1 egg, ¾ cup milk, 4 tablespoons melted shortening.

Sift the flour, salt, sugar and baking powder together; add the ALL-BRAN, the well-beaten egg, milk and melted shortening. Beat well. Bake in hot waffle iron.

Use Kellogg's* ALL-BRAN *for Supper

Hot muffins for supper — made from ALL-BRAN. For an extra treat add raisins or dates.

KELLOGG'S ALL-BRAN MUFFINS

2 tablespoons shortening, ¼ cup sugar, 1 egg, 1 cup sour milk, 1 cup Kellogg's ALL-BRAN, 1 cup flour, ½ teaspoon soda, ¼ teaspoon salt, 1 teaspoon baking powder.

Cream shortening and sugar together, add the egg. Mix and sift flour, soda, salt, and baking powder. To the creamed mixture add the ALL-BRAN, then the milk, alternately with the sifted dry ingredients. Pour into the greased muffin tins and bake in a moderate oven (370° F.) for twenty minutes. Yield: 12 muffins. If sweet milk is used instead of sour milk, omit the ½ teaspoon of soda and use 3 teaspoons baking powder. Raisins or dates may be added to the muffins if desired.

Kellogg's ALL-BRAN

Home Economics Department FH-2
KELLOGG COMPANY, Battle Creek, Mich.
Please send me a complete set of your recipes.

Name_____

Address_____

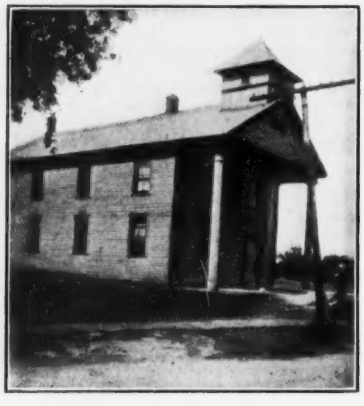
A Rural School Project

By Edith Swoope Rose

Supervisor, Home Economics, Chester, Pennsylvania

I WISH you might have seen them that bright Saturday morning in March, as they came with long measured steps into the village looking for the High School on the Hill.

They were the eighth grade children from the little red school houses miles away and they had come by invitation to spend the day in the High School to learn what it had to offer them next fall and to find out about the summer projects which the Home Economics and the Agricultural department were offering.



The Old Academy

Some of these shy-eyed, tired boys and solemn little girls with long hair, had left home before dawn and had tramped for seven miles over icy fields and deep ruts and frozen mud puddles until they were glad indeed to sink down into the seats of the auditorium of the High School.

An interesting short program was given, made up of music and short talks by the Seniors who tried to explain the aim of each department, and the pleasure derived from the activities. Then, acting as guides, the seniors took their guests from room to room proudly pointing out the things with which they were familiar.

Finally the boys and girls separated, the boys going to view a corn judging contest and the girls coming across the street to the quaint little old Academy building of Civil War days, where the Home Economics department held sway on the second floor. Here they were to observe a cold pack canning demonstration which was the first lesson of the summer project.

First they wandered from room to room shyly asking questions about unfamiliar cooking equipment, about the clothing exhibit, and about any artistic object they saw. Most of all they admired the set of china in our little dining room and one could only imagine what a contrast it must have been to anything on the tables set in those bleak cabins in the natural gas and oil fields.

Finally, with typed copies of the Fifteen Points in Cold Pack Canning in their hands, they observed a demonstration of canning pineapple. When this was over the summer project was explained and all the girls were eager to take it up especially since it meant two more Saturday visits to our Home Economics department.

Side View of Academy

In April they came again to observe a second demonstration and in May each girl arrived with a bundle of rhubarb and a pint jar and she under supervision, achieved the result seen in the little kodak picture below.

Cold Pack Canning

During the summer three Home Economics seniors of our school took charge of the project visiting the girls on appointed days, when they expected to have fruit to can.

This was excellent practice for the young seniors and they were so successful that when the fall Community Agricultural Fair came off in October, the exhibit of this summer project, which included six jars from each girl, was the chief object of attraction.

Those jars exhibited by the mothers, could not compare with those of the daughters in clarity, color or variety. Many of the girls had gathered wild fruit, because they could not afford to buy enough varieties.

Book Reviews

(Continued from Page 24)

"What Is What in Groceries." By Alexander Todoroff. The Grocery Trade Publishing House, Chicago. $2.00.

WHERE Home Economics is taught teachers will rise up to bless the names of the author and publishers of this little book. Teachers have felt the need of just such information as is packed between the covers of Mr. Todoroff's book. In the questions and answers the book considers in the main what are known as dry groceries. Canned fruits and vegetables, cereals and dried beans, condiments, gellatine, nuts and similar products are discussed according to their general composition and the type of container used in their preservation.

The chapter on canned vegetables, for example, begins with the question, "How Many Grades of Canned Vegetables Are There?" From this point the author goes on to show just what vegetables are canned, just how many sizes of cans are used, just how much each can holds and other relating facts.

The chapter on cheeses gives in a nutshell the main divisions of this important group of foods. Those on cocoa, coffee, tea and condiments considers such important questions as the preserving of dried fruits, the canning of such fruits, differences between glacé and candied products, between Fard and Persian dates and so on.

Nuts are discussed both graphically and through the medium of more questions and answers.

This brief comment is perhaps sufficient to give the general trend of the book. To those in the trades the information is A B C. To those in the classroom it is an ever present help in time of trouble!

"Food Values." By Louise M. Keegan. The MacMillan Company, New York. $1.60.

AS the science of dietetics develops we have more and more need for just such books as Miss Keegan's. As dietitian of Polyclinic Hospital, New York City, Miss Keegan writes from experience. Her little book is written for the diabetic and for those who minister to him. The various chapters discuss Bread and Baked Foods, cereal products, dairy products, fruits, vegetables, starches and sugars, meat, sea food and nuts. Diabetic dietaries are calculated with scientific accuracy and the book is a valuable addition to the library of any dietitian or nurse.

Another outstanding feature of Miss Keegan's handbook is the discussion of Nephritic diets. Diet is an important factor in the treatment of this disease and as Miss Keegan points out there is still much difference of opinion as to the proper diet to be used. From this point she discusses the most widely accepted theories and proceeds to tabulate the common foodstuffs which may be used most freely.

The book closes with a bibliography giving reference in relation to both diabetics and nephritics. No material having been publishd prior to 1919.

A City Project

(Continued from Page 29)

Returns came from the homes in requests for recipes and in reports from the boys about what they had tried at home.

The weeks rolled by all too rapidly without any waning of interest.

The comments of the boys at times almost convulsed their teacher; she never criticized or checked any of their efficiency methods such as mashing potatoes with two potato mashers.

Boys of other classes lingered longingly about the doors, wishing their turn might soon come!

Finally the day of the great dinner had arrived. There was soup to make, meat and vegetables and a salad to prepare, muffins to bake, and a frozen dessert and cookies to get ready but they did not murmur.

At six o'clock, around a long table in the clothing room, twenty-five adults, parents, teachers, the woman member of the School Board and the City Superintendent—sat waiting to prove the boys' cooking.

The dinner was served in four courses by the boys. Each boy served what he had cooked, thus being in position to receive the applause due him as each course was concluded. Sometimes he was questioned from the table about his recipe and method.

Speeches followed the dessert and the comments of one father are worthy of note. He said, "When Richard came home saying that a course in cookery had been scheduled for the group he was in, I thought some very uncomplimentary things about a School Board who would have a boy waste his time learning to cook. As each leson passed and I noted how interested Richard was, and saw that there was no foolishness about it, and that the boys did their work in a dignified way, I began to change my mind, and now I am wholly in sympathy with it."

It seemed to be the consensus of opinion that it had been a fine experience for the boys.

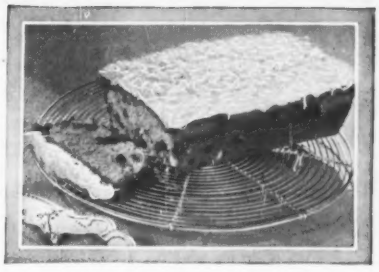
What most of the guests did not know was, that the success of this pioneer class had come from the attitude of the teacher who made no apologies for the course being given to boys and who knew how boys should be treated.

If you like boys and want a real experience ask your School Board to add cookery to your boys' curriculum.

It will be a real project and may prepare him for a very worth while summer job—that of cooking in summer camps.

Coconut Blanc Mange

Miss Lord uses Baker's Canned Coconut in making Blanc Mange with the most delightful results. One-half the can of coconut is stirred into the mixture just after it is taken from the fire, and the remainder of the can used as a garnish, on top and around the edge, alternating little mounds of coconut with bits of tart, bright colored jelly as shown in the picture.



Everybody's Coconut Cake

An old-fashioned bread-cake or election-cake recipe is transformed by Miss Lord into a cake of unusual richness by the addition of a can of Baker's Canned Coconut. It has the additional advantage that it will keep for days. Also that the dough makes delightful drop-cookies. An icing is not necessary, but if one is used, put it on the day the cake is to be served.

"An inspiration!

Fresh, ripe coconut *Canned*"

by ISABEL ELY LORD

Editor of Everybody's Cook Book. Formerly Director of the School of Household Science and Arts of Pratt Institute.

ALL these years we've had only dried coconut—unless we wanted to go to the trouble of finding and grating a fresh coconut.

But now with Baker's Canned Coconut put up moist, right from the shell, we can all enjoy the deliciously rich flavor, the melting tenderness that formerly we could get only from fresh coconut.

In Everybody's Cook Book, I have recommended the use of canned coconut for all coconut recipes. Until you try it, you can have no idea how much more delicious it makes any coconut dish.

FREE TO TEACHERS

All home economics teachers will want to know this new moist coconut. We want *you* to try it. And so we're offering you a sufficient supply for a class lesson—*absolutely free.* Fill out and send in the coupon below, and you'll get your supply at once.

Baker's Old Fashioned Shred Coconut is made from the meat of selected coconuts—sugar-cured, daintily cut and packed in a double-wrapped stay-fresh package.

Franklin Baker Co., Dept. I-2
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Name .....

School .....

Address .....

Number of students in Domestic Science Laboratory Courses .....

In connection with what laboratory lesson do you plan to use the coconut .....

.....

BAKER'S

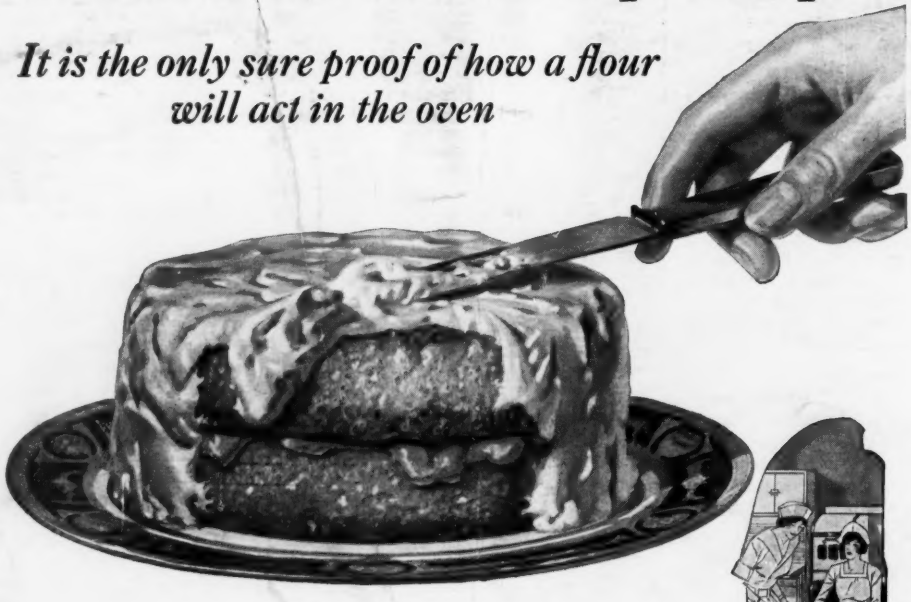
Canned COCONUT

Southern Style

Packed in tins with all its freshness and flavor.

Our "kitchen-test" is based on home economics principles

It is the only sure proof of how a flour will act in the oven



The only way to tell how a vacuum cleaner will clean a room is to actually clean a room with it. It is the same with a washing machine or a cooking stove. And it is the same with a flour.

That is why we say our Gold Medal "Kitchen-test" is based on home economics principles. It is the method you would use to find the truth about results. We make trial bakes with every batch of Gold Medal Flour—so that we may be sure that every sack that goes out under the Gold Medal label will give uniformly perfect baking results.

This "Kitchen-test" of ours removes half the cause of all baking failures; for the simple reason that it is the only sure way of telling beforehand what the baking results of a batch of flour will be. Two batches of the flour may seem the same by every possible scientific test—yet they may still behave differently in baking.

Our "Kitchen-test" removes this uncertainty. Each morning we bake with samples of every batch of Gold Medal Flour milled the day before. We try out the samples for every baking purpose. We bake cakes, pastries and biscuits, as well as breads. Then we compare results. If any sample varies, we do not allow this batch to go out. Each batch must prove itself perfect for every kind of baking.

So, now it is needless expense to use several different kinds of flour. For, Gold Medal Flour is "Kitchen-tested" for every kind of recipe—simple hot-breads, pies, pastries, and delicate cakes. This means *one* flour for all baking purposes.

Order a sack of Gold Medal Flour. Use it for cakes, pies—everything. If it does not always give uniformly perfect baking results, return unused portion of your sack to your grocer. He will refund full purchase price. We will repay him.

Betty Crocker

Gold Medal Flour Home Service Department
WASHBURN CROSBY COMPANY
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